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ABSTRACT

Characteristics of the 1980 graduating student population of the College of Staten Island and student satisfaction with their college experiences were studied. A modified version of the student attrition questionnaire of the National Center for Higher Education Management Services, which is appended, was administered to the 770 graduates and the overall college population of 10,416. Information was obtained regarding student demographic data, major, degree received, goals achieved at the college, satisfaction with academic experiences, satisfaction with administrative services and facilities, and future plans. Information was also obtained from college student files. The mean age of graduating students was 29.18 years, and most of the older students were part-time students. It is estimated that at least 62 percent of the graduates were employed in either full-time or part-time jobs while attending school. Full-time, younger students were very interested in preparing for new careers, while part-time, older students were more interested in improving their skills and chances of advancement at their existing jobs. In general, all the graduates were highly satisfied with their experiences at the college and the ability to achieve their goals. The largest percentage of the bachelor degree graduates who will continue their education will attend other units of the City University of New York. Most of the associate degree graduates who plan to continue their studies will be returning to the College of Staten Island. (SW)

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THE CITY UNIVERSITY OF NEW YORK
The College of Staten Island

Student Satisfaction at The College of Staten Island A Study of June 1980 Graduating Students

HE 013 501

Office of Institutional Planning

Anthony G. Pisciano

August, 1980

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Introduction

A fundamental principle of salesmanship is "to know your product," while a fundamental principle of marketing is "to know your customer base." Private enterprise invests significant amounts of money in developing products and understanding customer bases. Colleges and universities, likewise develop a product and become knowledgeable of their customer bases (students). As colleges enter into the 1980's, sound business practices are becoming more necessary to attract students from a declining supply. High school enrollments have started to decline, and it is expected that this decline will be felt most severely in higher education during the next ten years. In the past, colleges examined their curricula routinely. However, as student enrollments decline, there is a growing need to examine more rigorously the outcomes of academic programs. Once a student enrolls in a program, does he or she drop out, graduate, transfer to another institution, etc. What are the attitudes of students to their colleges? How do they perceive their college experiences? These questions as well as others need to be answered if colleges are to survive what may be a very difficult coming decade.

This study is the second of three studies conducted by the Office of Institutional Planning at the College of Staten Island (CSI) to determine student outcomes. It will concentrate on the characteristics and attitudes (satisfaction) of graduating students in their last semester of attendance. It is expected to complement a study on student attrition which was completed in February, 1980. A third study of recent alumni is presently being conducted and should be completed

shortly. It is planned that all three studies will be compared for differences and similarities of student characteristics, attitudes and other variables.

The aim of this study is to examine the CSI graduates of the Spring 1980 semester. It will describe the population, but more importantly, attempt to assess student satisfaction with CSI. Attitudes regarding college experiences, goal achievement and future plans will be analyzed to make the assessment of student satisfaction. The following pages will report the method and findings of this study on the satisfaction of graduating students. Its purpose is to contribute to the overall understanding of student outcomes at the College of Staten Island.

II. Method

The purpose of this study is to determine student satisfaction with their experiences at the College of Staten Island. In addition to student satisfaction, several student characteristics such as full-time/part-time status, degree received, major, etc. are examined. Subpopulations of students are also isolated to determine if satisfaction changes depending upon the nature of the student. Although CSI routinely maintains a variety of data on the characteristics of its students, attitudes and perceptions of the college can only be attained by surveying the population in a comprehensive manner.

The National Center for Higher Education Management Services (NCHEMS) has developed a series of student outcomes questionnaires. One of these (student attrition questionnaire) was used in a prior study on student attrition at CSI. It was felt that a similar questionnaire geared for program completers (graduates) would be appropriate for determining student satisfaction. The questionnaire used (see Appendix A) was a slightly modified version of the NCHEMS questionnaire. It has been used successfully at several other colleges across the country. The questionnaire is designed as follows:

a) Basic questions regarding student demographic/biographic data.

b) Coded questions regarding academic history (major, degree received).

c) A checklist of 13 goals which may have been achieved by the student at CSI.

d) A checklist of 6 questions regarding satisfaction with academic experiences.

e) A checklist of 14 questions regarding satisfaction with administrative services and facilities.

f) Five questions regarding the student's future plans.

In addition to the data captured by the questionnaire, several basic data elements were also obtained from the college's student file and were used both to describe the total graduating student population and to compare survey respondents to non-respondents. The data elements collected from the college's student file were:

a) Degree received

b) Major program

c) Sex

d) Zip Code

e) Age

f) Grade Point Average

g) Special program indicator

h) Full-Time/Part-Time status

The two data sources (survey and college student file) provided enough data to conduct a worthwhile study on student satisfaction. It is noted that in describing the population of graduates, the source of data is the college's student file. In subsequent chapters on student attitudes, satisfaction and future plans, the source of the data is the survey questionnaire. A comparison of the respondent and non-respondent graduating students in Chapter IV will attempt to show that the data is representative.

The study was conducted in April, 1980 and the population selected for the study were those students who were graduating in

June, 1980. All students who were receiving a degree (two year, four year, graduate, certificate) were included in the survey. It was felt that this population best represented those students for whom CSI met part or all of their higher education goals and needs. In addition, the population provided a sufficiently large enough sample (770) to survey.

In reviewing this study, the reader may wish to compare some of the data here with the data presented in a recent study on student attrition at CSI.[1] This is encouraged but there are several cautions. First, although both populations (student attriters and graduating students) are part of the entire CSI student population and were in attendance approximately during the same years, they are still different populations. The differences in the two populations have not been studied yet, although this is planned for the future. Second, the two populations should not be viewed as successes (graduating students) and failures (student attriters). Some prominent educational researchers warn against taking this assumption in studying attrition and persisters. Judith Hochman and Thomas D. Taker in their research on student performance indicate:

> "One common research approach, for example, has been to divide students on some global measure into 'successes and failures' and then to compare these two groups on admissions test scores, biographical information or other data. The flaw in this approach is that a given level of 'success' or 'failure' can be the result of any number of interacting factors."[2]

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[1]Picciano, Anthony, "Student Attrition/Retention at the College of Staten Island 1979," Office of Institutional Planning, College of Staten Island.

[2]Hochman, Judith D. and Taker, Thomas D., "Patterns of Undergraduate Performance Related to Success in College", American Educational Research Journal, Spring 1979, Vol. 16, No. 2, page 117.

It was showed for instance in the CSI student attrition study cited earlier that a number of students who left CSI could be considered "successes" and had fulfilled their personal goals. On the otherhand, in this graduating student study, there will probably be students who did not achieve their goals at CSI, even though they are graduating and receiving a degree. Perhaps the best perspective in reviewing the two populations is simply one of student choice. In the attrition population, capable students (successes and failures) chose not to continue their studies at CSI, and in the graduating student population, capable students (successes and failures) chose to continue their studies and receive the education that CSI has to offer. Both populations are outcomes of CSI, and success or failure should not be attributed to these students because they have graduated from or left the college.

In reviewing studies on student outcomes done at other colleges, it is common to compare attriters to persisters. In this study, the term graduating students rather than persisters is used to identify the students who complete a program of study. The term persister as used by educational researchers, is defined more narrowly than the term graduating student. Alexander Astin described student persistence as:

> "Our measure of success in this case was simply whether or not the student was able to complete his baccalaureate degree in four years."[3]

In comparing persistence to attrition, Astin further commented:

> "It did mean that students who took longer to complete their degrees were classified as dropouts....you can argue that the students are

[3]Astin, Alexander, "Student Persistence", College and University, Vol. 48, 1973, page 300.

> increasingly taking time off to find themselves and this is good so the four year period is arbitrary."[4]

At the College of Staten Island, most of the students do not complete a baccalaureate degree in four years nor do they complete an associate degree in two years. For this reason, the term persisters as defined by Astin, is not appropriate for the CSI graduating student population. The students are indeed persistent in completing their programs of study but they have done so at their own pace. CSI feels that this is desirable.

Questionnaires for the survey were given to the students for completion during graduation interview sessions conducted by the counseling staff of the Dean of Students Office. All graduating students (770) were invited to these sessions. Those who did not attend were mailed questionnaires to complete. It was expected that since many of the students were available at the college, the response rate would be good and the return rate would be approximately 40% to 70%. In order to analyze the results, all responses would be prepared for computer processing using the Statistical Package for the Social Sciences (SPSS).

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[4]Ibid., Astin, Alexander, page 300.

III. Profile of CSI Graduating Students

A profile of all the graduating students at CSI for June 1980 is helpful in understanding the population. It is useful information and will enable the reader to comprehend more fully the attitudes and satisfaction presented in the following chapters. All of the data (except ethnic data and first semester of attendance) presented in this chapter were collected from the college's student files.

A comparison of the sex distribution of the graduating student and total CSI student populations (see Table 3-1) shows that a higher percentage (6.7%) of females are graduating than exist in the total CSI population. Conversely, a smaller percentage of males are graduating than exist in the total population. While females comprise a slightly larger portion of the student body, the attitude of some of the faculty and administrators is that the females tend to be better students. If one accepts the characterization of "better" as completion of a degree program, there is some support for this based on the higher percentage of females graduating in June 1980.

Table 3-1

Frequency Distribution of Sex Comparing Graduates and the total CSI Student Population

	Graduates (N=770)		CSI Population (N=10416)	
	N	%	N	%
Females	458	59.5	5506	52.8
Males	312	40.5	4910	47.2

CSI provides several educational opportunities for an adult population who take courses both on a full-time and part-time basis.

Table 3-2 provides a frequency distribution of the ages of the graduating students versus the total CSI population. This table clearly shows that many of the older students are able to complete a degree and graduate from the college. More than half (57.1%) of the graduating students are 25 years of age or older. The mean age of all the graduating students is 29.18 years with a standard deviation of 8.97.

Many of the graduates are part-time students but the majority (65.2%) completed their studies on a full-time basis. Table 3-3 provides a distribution of the graduating students based on full-time and part-time status.

Table 3-3

Frequency Distribution of Full-Time/Part-Time Status of all Graduating Students (N=770)

	N	%
Full-Time	502	65.2
Part-Time	262	34.0
Both	6	.8

CSI serves essentially the local Staten Island population but students from other parts of the city and state attend CSI and complete their studies. Table 3-4 provides a frequency distribution of the county residences of the June 1980 graduating class. Two-thirds (66.0%) reside in Staten Island while one third (34.0%) reside elsewhere. The largest percentage of non Staten Island graduates reside in Brooklyn (24.8%) which is the closest and most convenient borough to Staten Island.

CSI does not maintain ethnic data on its students. Anonymous surveys have been conducted in the past by the City University of New York.

Table 3-2

Frequency Distribution of Age
Comparing Graduates and the Total CSI Population

	Graduates (N=770)		CSI Population (N=10416)	
	N	%	N	%
Under 18	0	0	213	2.0*
18 - 20	75	9.7	2853	27.3
21 - 24	236	30.6	2221	21.3
25 - 34	262	34.0	3149	30.2
35 - 44	121	15.7	1237	11.9
45 - 54	44	5.7	430	4.1
55 or over	13	1.7	123	1.1
NA	19	2.5	190	1.8

* - Represents Bridge Program with local high schools.

Table 3-4

Frequency Distribution of Residence
of All Graduating Students
(N=770)

Residence	N	%
Bronx	6	.8
Brooklyn	191	24.8
Manhattan	11	1.4
Queens	23	3.0
Staten Island	508	66.0
Nassau/Suffolk (L.I.)	13	1.7
Westchester	4	.5
Rockland	1	.1
New Jersey	5	.7
Pennsylvania	2	.3
Other	6	.8

However, one of the questions on the survey used to conduct this study did ask the race/ethnic identification of the students. An ethnic distribution based on respondents to the graduating student questionnaire is provided in Table 3-5. Any attempt to interpret this ethnic data would be speculative. It is noted that a substantial percentage (18.5%) of the graduating students are from minority groups.

One of the most interesting aspects of the College of Staten Island is that it is one of the few public institutions in the country to offer two-year as well as four-year and graduate degrees. All graduating students regardless of the degree received are included in the graduating student population. Table 3-6 provides a frequency distribution of the degrees awarded. Approximately half (53%) of the students received associate degrees (AA, AS, AAS), while the remainder (47%) received either bachelor, masters or other degrees. Other degrees include several certificate programs. One aspect of this study is to determine the future plans of the graduating students. Of particular importance is tne intention of students receiving two-year degrees to continue at CSI where programs of their choice are available.

Table 3-7 provides a comparison of the departments of program/major by degrees awarded of the graduating students. Several majors were isolated such as Human Services, Liberal Arts, Medical Technology and Interdisciplinary Programs which are not associated with one particular department. Liberal Arts which has the largest percentage (18.1%) of graduating students represents the two-year liberal arts programs. At the bottom of the Table 3-7, the graduates in three of the major departments (Math and Computer Science, Political Science/Economics/Philosophy and Psychology/Sociology/Anthropology) are further distributed

Table 3-5

Frequency Distribution of the Ethnic Background of Respondents (N=389)

	N	%
American Indian or Alaskan Native	3	.8
Asian or Pacific Islander	13	3.3
Black	45	11.6
Hispanic	11	2.8
Caucasian	306	78.7
NA	11	2.9

Table 3-6

Frequency Distribution of Degrees Awarded to All Graduates (N=770)

	N	%
Associate's Degrees	408	53.0
Bachelor's Degrees	277	36.0
Masters Degrees	45	5.8
Other Degrees	40	5.2

Table 3-7

Comparison of the Departments of Program/Majors of All Graduates
By Degree Awarded

Department	Associate N=408		Bachelor N=277		Masters N=45		Other N=40		Total N=770	
	N	%	N	%	N	%	N	%	N	%
Applied Sciences	4	1.0	11	4.0	0	0.0	0	0.0	15	1.9
Biology	0	0.0	13	4.7	1	2.2	0	0.0	14	1.8
Business	81	19.8	0	0.0	0	0.0	0	0.0	81	10.5
Chemistry	0	0.0	7	2.5	0	0.0	0	0.0	7	.9
Education	3	.7	1	.4	43	95.6	23	57.5	70	9.1
Electrical Technology	16	3.9	0	0.0	0	0.0	0	0.0	16	2.1
English, Speech & World Literature	0	0.0	18	6.5	0	0.0	0	0.0	18	2.3
History	0	0.0	4	1.4	0	0.0	0	0.0	4	.5
Mathematics & Computer Science*	31	7.6	18	6.5	0	0.0	0	0.0	49	6.4
Mechanical Technology	25	6.1	0	0.0	0	0.0	1	2.5	26	3.4
Modern Languages	0	0.0	2	.7	0	0.0	0	0.0	2	.3
Nursing	71	17.4	0	0.0	0	0.0	0	0.0	71	9.2
Performing & Creative Arts	0	0.0	7	2.5	1	2.2	0	0.0	8	1.0
Political Sci./Econ./Philosophy**	0	0.0	89	32.1	0	0.0	0	0.0	89	11.6
Psych./Soc./Anthropology***	0	0.0	79	28.5	0	0.0	0	0.0	79	10.3
Human Services	11	2.7	0	0.0	0	0.0	14	35.0	25	3.2
Liberal Arts - (2 year degree)	139	34.1	0	0.0	0	0.0	0	0.0	139	18.1
Medical Technology	24	5.9	14	5.1	0	0.0	0	0.0	38	4.9
Interdisciplinary	3	.7	14	5.1	0	0.0	2	5.0	19	2.5

*Mathematics & Computer Science - 31 Associate Degree students represents Computer Technology
17 Bachelor Degree students represents Mathematics/Computer Science
1 Bachelor Degree student represents Mathematics

**Political Sci./Econ./Philosophy - 84 Bachelor Degree students represents Economics (BS)
4 Bachelor Degree students represents Political Science
1 Bachelor Degree student represents Philosophy

***Psych./Soc./Anthropology - 58 Bachelor Degree students represents Psychology
14 Bachelor Degree students represents Sociology
5 Bachelor Degree students represents Psychology/Sociology
2 Bachelor Degree students represents Anthropology

according to program. In total, approximately 60% of the graduating students were receiving career or professional two-year and four-year degrees while approximately 40% were receiving degrees in the liberal arts and humanities.

In examining academic indicators such as grade point average (GPA), the graduating student population naturally does well. In order to graduate, a student must maintain a 2.00 GPA or higher. In June 1980, the mean GPA for all graduating students was 3.04 with a standard deviation of .52. Approximately half (48.4%) had a GPA below 3.00 while 51.6 had a GPA greater than 3.00.

In examining the GPA of several subgroups of graduating students, there does not appear to be any major differences. Below are some comparisons:

	Mean GPA	S.D.
Sex		
Females	3.09	.51
Males	2.95	.53
Full-Time/Part-Time Status		
Part-Time	3.17	.52
Full-Time	2.97	.51
Degree		
Associate Degree	2.90	.49
Baccalaureate Degree	3.12	.51

In general, the above data shows that characteristics such as sex, full-time/part-time status and degree awarded have not influenced academic achievement as measured by the GPA.

In Chapter II, it was mentioned that most of the graduating students at CSI do not complete their baccalaureate degrees in four years nor did they complete associate degrees in two years. Table 3-8

provides a comparison of student responses to question 9 of the survey which asked the respondents to "write in the date when you first entered this school to begin work on the above degree." The table provides data on only full-time, non-transfer students. Part-time students and students who have transferred from other schools have been excluded. The data shows that most of the students need more than two and four years to complete associate and bachelor degrees respectively. Only 16.4% of the associate degree students completed their degree within two years whereas only 35.8% of the bachelor degree students completed their degree within four years. On the average, associate degree students needed 3.3 years to complete their programs while bachelor degree students needed 5.0 years. It must be noted that this does not mean that these students were in continuous attendance at the college. Many of these students probably did temporarily drop out of college while others reduced their programs or had to take one or more non-credit remedial courses. However, data on attendance patterns was not systematically collected for the graduating student population at this time.

In general, the graduates at CSI are older students who have majored in a diversity of degree programs (both two year and four year). Typically, they reside in Staten Island, attend school on a full-time basis and have done well academically at CSI. The following chapters will attempt to examine the perceptions and attitudes of such students to their college experiences.

Table 3-8

Comparison of First Semester Entry Dates
of Full-Time Associate and Bachelor Degree Students

Month/Year of First Admittance	Associate Degree (N=110)		Bachelor Degree (N=53)	
	N	%	N	%
Prior to 1970	1	.9	2	3.8
9/70	0	.0	1	1.9
9/71	1	.9	0	.0
1/73	0	.0	2	3.8
9/73	1	.9	3	5.7
6/74	1	.9	0	.0
9/74	0	.0	4	7.5
1/75	0	.0	5	9.4
6/75	0	.0	1	1.9
9/75	3	2.7	10	18.9
1/76	5	4.5	4	7.5
6/76	1	.9	2	3.8
9/76	12	10.9	14	26.4
1/77	5	4.5	0	.0
6/77	5	4.5	0	.0
9/77	46	41.8	4	7.5
1/78	10	9.1	1	1.9
6/78	1	.9	0	.0
9/78	18	16.4	0	.0

IV. Comparison of Respondents and Non-Respondents

In conducting any survey, it is the hope of the researcher that the respondent population is representative of the total study population. A comparison of the respondent group to the total study population is necessary in order to determine any bias which might exist in the respondent population. By comparing the respondent population to the non-respondent population, the differences between the two groups will determine if and to what degree, any bias exists. In the following paragraphs, comparisons of respondents and non-respondents will be made for several major characteristics which are important to this study.

All June 1980 graduating students (815) were invited by the counseling staff of the Dean of Students Office for a graduation interview. As part of the interview, students were asked to complete the graduating student survey and to return it to the Dean of Student's Office. They were given the option of completing it at the time of the interview or of mailing it in at a later date. Those students who did not attend a graduation interview, were mailed a questionnaire to complete and return. The number of respondents was 423. Of the original 815 graduating students, 45 did not meet graduation requirements and subsequently did not graduate in June 1980. Questionnaires (24) which these students completed were eliminated from the respondent population. In addition, approximately 10 returned questionnaires were not completed at all and were also eliminated from the respondent population. As a result, from the 770 graduating students, 389 (423-24-10) returned questionnaires were used. The response rate therefore was 50.5%. This response was deemed sufficiently large enough for the study.

In order to identify bias, the following variables which were important to the study were compared:

1. Sex
2. Full-Time/Part-Time status
3. Degree received
4. Age
5. Special program
6. Grade Point Average

Frequency distributions on the above variables were then made for the respondent and non-respondent populations.

Table 4-1 provides a comparison of the sex distributions of the two groups. The respondent population has slightly fewer females (2.9%) than the non-respondent population. The difference, however, is not considered large enough to indicate any bias.

Table 4-1

Distribution of Sex in the
Respondent and Non-Respondent Populations

	Females %	Males %	NA %
Non-Respondents (N=418)	59.7	40.3	0.0
Respondents (N=389)	56.8	42.7	.5
Difference	-2.9	+2.4	+0.5

Table 4-2 provides a comparison of the full-time/part-time status distribution of the graduating students. The two groups are almost identical in their distributions.

Table 4-2

Distribution of Full-Time/Part-Time Status in the Respondent and Non-Respondent Populations

	Full-Time %	Part-Time %	Other %
Non-Respondents (N=418)	67.6	31.2	1.2
Respondents (N=389)	67.6	31.4	1.0
Difference	0	+0.2	-0.2

Table 4-3 compares the degrees received among the two groups of graduating students. The differences in the two groups show that more bachelor degree students (6.8%) responded and less associate degree students (-5.3%) responded to the questionnaire. This is accepted as a slight bias in the respondent population.

Table 4-3

Distribution of Degree Received in the Respondent and Non-Respondent Populations

	Associate's Degree %	Bachelor's Degree %	Masters Degree %	Other %
Non-Respondents (N=418)	54.4	33.3	6.0	6.2
Respondents (N=389)	49.1	40.1	5.7	5.1
Difference	-5.3	+6.8	-.3	-1.1

The mean age of the non-respondent population is 29.02 years with a standard deviation of 9.03 years while the mean age of the respondent population is 29.35 years with a standard deviation of 8.90 years. Table 4-4 shows the distribution of two groups in six age categories. It indicates that there are slight biases in three of the categories (18-20, 21-24, 35-44). These differences are not major and should not affect the results of the study.

Table 4-4

Distribution of Age in the Respondent and Non-Respondent Populations

	18-20 %	21-24 %	25-34 %	35-44 %	45-54 %	55 + %	NA %
Non-Respondents (N=418)	8.9	32.9	35.0	12.9	5.3	2.2	2.9
Respondents (N=389)	12.6	27.2	33.9	19.5	4.9	1.3	.5
Difference	+3.7	-5.7	-1.1	+6.6	-.4	-.9	-2.4

In the total graduating student population, 3.4% of the graduates were in special programs, either SEEK (4 year students) or College Discovery (2 year students). Table 4-5 compares the respondent and non-respondent populations in regards to special programs. The percentage of respondents in a special program was 2.9% as compared to 3.9% among the non-respondents. The difference (-0.8%) is slight and acceptable for carrying out the study.

Table 4-5

Distribution of Special Programs (SEEK or CD) in the Respondent and Non-Respondent Populations

	Special Programs %	Not in Special Programs %
Non-Respondents (N=418)	3.8	96.2
Respondents (N=389)	3.0	97.0
Difference	-0.8	+0.8

The mean GPA among non-respondents is 3.00 with a standard deviation of .52. The mean GPA among respondents is 3.07 with a standard deviation of .33. Table 4-6 compares the distribution of GPA between the two groups. It should be noted that there were 37 respondents who did not identify themselves. Since GPA was not asked

on the survey, there was no way to determine their GPA. The difference between the two groups is 6.8% in favor of the "greater than 3.00" students. In studies of this kind, it is not unusual for the academically better students to respond at higher rates than other students. It was originally feared that the bias may have been greater than what is shown on this table. It is accepted, however, that there is a slight bias in favor of academically better students in the respondent population.

Table 4-6

Distribution of Grade Point Average (GPA) in the Respondent and Non-Respondent Populations

	Less Than 3.00 %	Greater Than 3.00 %
Non-Respondent (N=418)	51.7	48.3
Respondents (N=352)	44.9	55.1
Difference	-6.8	+6.8

V. Student Satisfaction

The major aim of this study is to determine student satisfaction with their experiences here at CSI. To determine satisfaction, three questions were asked of the students in regards to goal achievement, satisfaction with academic experiences and satisfaction with administrative experiences and facilities. The following paragraphs will present the results of all the respondents to the graduating student survey.

The most important indicator as to whether students are satisfied with their education is to determine whether or not the college has enabled them to achieve their original goals for going to college. Question 13 in the survey questionnaire provided a checklist of thirteen possible goals for attending college. The question was worded as follows:

> "How much help did your experiences at this school give you in reaching each of the goals listed below."

The students responded in one of four ways:

1) This was not a goal of mine
2) This school was not much help
3) This school was some help
4) This school was a great deal of help.

An examination of the responses to this question provides two basic pieces of information regarding the graduating student population. First, it provides information to determine the basic goals of the students who attend CSI. Second, it provides the information needed to determine to what degree CSI has helped these students achieve their goals.

Table 5-1 is a ranking of the student responses to question thirteen. The ranking is based on the percentage of students indicating

an item was indeed one of their goals. The ranking of major goals indicates that a combination of academic, self-improvement and career goals were the most important goals of the graduating students. Goal 13A (To increase my knowledge in my academic field) was a very strong goal for all the graduating students and ranked first among all goals. Goals 13F (To learn specific skills that will enrich my daily life), 13J (To improve my self-image) and 13G (To improve my ability to get along with people) are strong indicators that these students were seeking to improve themselves and their skills. Goals 13C (To prepare for a new career) and 13B (To discover my vocational interest) indicate that most of these students were looking for the college to provide them with the skills and direction to enter into new careers upon graduation. Goals 13K (To meet people), 13L (To improve my leadership skills) and 13D (To improve my knowledge and technical skills required in my present job) were other goals which were also important to a definite majority of the graduating students. Goals 13H (To become actively involved in student life and campus activities), 13E (To increase my chances for a possible raise and/or possible promotion in my present job) and 13I (To increase my participation in cultural and social events) were the least important goals. They were nevertheless important to a good percentage of the graduating students. It must be noted that CSI is a commuter school and students are not dependent on the college for providing them with an active social, cultural and recreational life. Their responses show that social activities and student life are not primary goals of the students but are nonetheless still important to many of them.

Table 5-1

Ranking of Major Goals of Graduates
(N=389)

			GOAL		NOT A GOAL	
	REASON	RANK	N	%	N	%
13A	To increase my knowledge in my academic field	1	367	94.3	22	5.7
13F	To learn specific skills that will enrich my daily life	2	327	84.1	62	15.9
13C	To prepare for a new career	3	311	79.9	78	20.1
13J	To improve my self image	4	299	76.9	90	23.1
13B	To discover my vocational interest	5	279	71.7	110	28.3
13K	To meet people	6	277	71.2	112	28.8
13G	To improve my ability to get along with people	7	275	70.7	114	29.3
13L	To improve my leadership skills	8	259	66.6	130	33.4
13D	To improve my knowledge and technical skills required in my present job	9	242	62.2	147	37.8
13I	To increase my participation in cultural and social events	10	205	52.7	184	47.3
13E	To increase my chances for a possible raise and/or possible promotion in my present job	11	202	51.9	187	48.1
13H	To become actively involved in student life and campus activities	12	155	39.8	234	60.2
13M	Other (please specify)	13	31	8.0	358	92.0

Table 5-2 provides a frequency distribution of the student responses to question thirteen. In this distribution, the student responses provide basic attitudinal data on the college's ability to satisfy their goals. The percentage (%) columns provide the raw percentage responses while the adjusted percentage (Adj. %) columns adjusts the percentages for only those students who identified an item as a goal. In general, student satisfaction is high. In particular, those goals which were most important to the students also were positively perceived to have been reached at CSI. Goals 13A (To increase my knowledge in my academic field), 13F (To learn specific skills that will enrich my daily life) and 13C (To prepare for a new career), which were among the highest ranked goals also generated the most favorable responses to CSI's ability to help the students reach these goals. Those goals which were least important to the students also were lowest ranked in terms of student perception of CSI having helped them reach these goals. Goals 13H (To become actively involved in student life and campus activities) and 13I (To increase my participation in cultural and social events) were among the lowest ranked goals and were likewise the least satisfied at CSI. Table 5-2A provides a comparison of the rankings of goals to be reached by students versus CSI's ability to help the students reach these goals. In general, the rankings of the goals and achievement of the goals are similar. The only exceptions are goals 13D (To improve my knowledge and technical skills required in my present job) and 13K (To meet people). Goal 13K is understandable in that the college is a natural place to meet people. However, it was not as important a goal as some of the other items. Goal 13D is an interesting

Table 5-2

Frequency Distribution of Student Responses to Question 13 (N=389)

		NOT A GOAL		GOAL								
				CSI Not Much Help			CSI Some Help			CSI Great Deal of Help		
	GOAL	N	%	N	%	Adj. %	N	%	Adj. %	N	%	Adj. %
13A	To increase my knowledge in my academic field	22	5.7	8	2.1	2.2	125	32.1	34.0	234	60.2	63.8
13B	To discover my vocational interest	110	28.3	39	10.0	14.0	144	37.0	51.6	96	24.7	34.4
13C	To prepare for a new career	78	20.1	33	8.5	10.6	108	27.8	34.7	170	43.7	54.7
13D	To improve my knowledge and technical skills required in my present job	147	37.8	31	8.0	12.8	99	25.4	40.9	112	28.8	46.3
13E	To increase my chances for a possible raise and/or possible promotion in my present job	187	48.1	33	8.5	16.3	75	19.3	37.1	94	24.2	46.6
13F	To learn specific skills that will enrich my daily life	62	15.9	28	7.2	8.6	166	42.7	50.8	133	34.2	40.7
13G	To improve my ability to get along with people	114	29.3	44	11.3	16.0	122	31.4	44.4	109	28.0	39.6
13H	To become actively involved in student life and campus activities	234	60.2	45	11.6	29.0	67	17.2	43.2	43	11.1	27.7
13I	To increase my participation in cultural and social events	184	47.3	58	14.9	28.3	96	24.7	46.8	51	13.1	24.9
13J	To improve my self image	90	23.1	39	10.0	13.0	137	35.2	45.8	123	31.6	41.1
13K	To meet people	112	28.8	24	6.2	8.7	132	33.9	47.7	121	31.1	43.7
13L	To improve my leadership skills	130	33.4	46	11.8	17.8	120	30.8	46.3	93	23.9	35.9
13M	Other	358	92.0	5	1.3	16.1	11	2.8	35.5	15	3.9	48.4

Table 5-2A

Comparison of the Rankings of the Major Goals of Graduating Students and Satisfaction with CSI Experiences in Reaching Major Goals

	Goal	% Responding Item was a Goal	Rank	Adj. % Responding that CSI was Some Help Or Great Deal of Help	Rank
13A	To increase my knowledge in my academic field	94.3	1	97.8	1
13B	To discover my vocational interest	71.7	5	86.0	7
13C	To prepare for a new career	79.9	3	89.4	4
13D	To improve my knowledge and technical skills required in my present job	62.2	9	87.2	5
13E	To increase my chances for a possible raise and/or possible promotion in my present job	51.9	11	83.7	10
13F	To learn specific skills that will enrich my daily life	84.1	2	91.5	2
13G	To improve my ability to get along with people	70.7	7	84.0	8
13H	To become actively involved in student life and campus activities	39.8	12	70.9	13
13I	To increase my participation in cultural and social events	52.7	10	71.7	12
13J	To improve my self image	76.9	4	86.9	6
13K	To meet people	71.2	6	91.4	3
13L	To improve my leadership skills	66.6	8	82.2	11
13M	Other	8.0	13	83.9	9

item because it indicates that a large percentage (at least 62.2%) work while going to school. Furthermore, although as a primary goal it is not as important as some of the other goals, CSI has been very helpful in improving general knowledge and the technical skills needed at these current jobs.

Table 5-3 provides a frequency distribution of graduating student satisfaction with their academic experiences (question 14 of the survey) at CSI. Table 5-3 shows the number and percentages of the four possible student responses to question 14. The adjusted percentage for dissatisfaction is derived by excluding non-responses to the question, calculated new percentages for "very dissatisfied" and "somewhat dissatisfied" responses and adding the two. The adjusted percentage for satisfaction is derived in the same manner except the new percentages are calculated for "somewhat satisfied" and "very satisfied" responses. In general, satisfaction is very high for all the academic experiences listed. Items 14A (Your overall impression of general education courses) and 14B (Your overall impression of courses in your major/program) received the highest percentages of satisfaction. Item 14D (Availability of courses offered that were of interest to you) received the lowest percentage of satisfaction at 73.9%.

Table 5-4 provides a frequency distribution of graduating student satisfaction with administrative experiences and facilities. The data is presented in the same manner as above except that adjusted percentages exclude students who did not respond to the question or who never used the service. The responses indicate that the satisfaction with the administrative services although positive among a majority of

Table 5-3

Frequency Distribution of Student Satisfaction with Academic Experiences (Question 14)

	REASON	NA		DISSATISFIED					SATISFIED				
				Very		Somewhat		Adj.	Somewhat		Very		Adj.
		N	%	N	%	N	%	%	N	%	N	%	%
14A	Your overall impression of general education courses	7	1.8	4	1.0	25	6.4	7.6	222	57.1	131	33.7	92.4
14B	Your overall impression of courses in your major/ program	8	2.0	3	.8	24	6.2	7.1	155	39.8	199	51.2	92.9
14C	The overall quality of instruction	16	4.1	3	.8	36	9.3	10.5	195	50.1	139	35.7	89.5
14D	Availability of courses offered that were of interest to you	9	2.3	25	6.4	74	19.0	26.1	172	44.2	109	28.0	73.9
14E	The accessibility of instructors	11	2.8	14	3.6	49	12.6	16.7	172	44.2	143	36.8	83.3
14F	Helpfulness of instructors in assisting you with career plans	19	4.9	22	5.7	52	13.4	20.0	155	39.8	141	36.2	80.0

Table 5-4

Frequency Distribution of Student Satisfaction with Administrative Services and Facilities

	REASON	NEVER USED SERVICE N	NEVER USED SERVICE %	DISSATISFIED Very N	DISSATISFIED Very %	DISSATISFIED Somewhat N	DISSATISFIED Somewhat %	Adj. %	SATISFIED Somewhat N	SATISFIED Somewhat %	SATISFIED Very N	SATISFIED Very %	Adj. %
15A	Admissions Office Information	92	23.7	16	4.1	30	7.7	15.5	129	33.2	122	31.4	84.5
15B	Registration	20	5.1	63	16.2	69	17.7	35.8	148	38.0	89	22.9	64.2
15C	Financial Aid Office	149	38.3	26	6.7	36	9.3	25.8	88	22.6	90	23.1	74.2
15D	Student Employment Office	305	78.4	12	3.1	14	3.6	31.0	33	8.5	25	6.4	69.0
15E	Faculty Academic Advising	96	24.7	41	10.5	47	12.1	30.0	119	30.6	86	22.1	70.0
15F	Nonfaculty Academic Advising	270	69.4	22	5.7	17	4.4	32.8	37	9.5	43	11.1	67.2
15G	Counseling Center	244	62.7	17	4.4	17	4.4	23.4	49	12.6	62	15.9	76.6
15H	Reading, Writing, Math Skills Improvement	251	64.5	7	1.8	11	2.8	13.0	65	16.7	55	14.1	87.0
15I	Testing Services	272	69.9	9	2.3	16	4.1	21.4	60	15.4	32	8.2	78.6
15J	Career Development/Placement Office	280	72.0	11	2.8	20	5.1	28.4	50	12.9	28	7.2	71.6
15K	Cafeteria	81	20.8	66	17.0	70	18.0	44.2	133	34.2	39	10.0	55.8
15L	Recreation and Athletic Facilities	184	47.3	10	2.6	23	5.9	16.1	97	24.9	75	19.3	83.9
15M	Library	45	11.6	11	2.8	26	6.7	10.8	146	37.5	161	41.4	89.2
15N	Health Center	283	72.5	3	.8	8	2.1	10.4	44	11.3	51	13.1	89.6

graduating students, was not as positive as with their academic experiences. The data in Table 5-4 indicates that many services have not been used. In some cases a majority of the graduating students have never used a service. Where services have been used, the majority of graduating students in all instances were satisfied. Certain major facilities such as the library received a very high percentage (89.2%) of satisfaction. The cafeteria services received the lowest percentage (55.8%) of satisfaction.

In the preceeding paragraphs, data has been presented which indicate that the graduating students as a whole are highly satisfied with their experiences at CSI. Goal achievement, academic experiences and administrative experiences were consistently rated high by a substantial majority of the students. In the next chapter, a further examination of this satisfaction will be presented where various subgroups of graduating students will be isolated to understand more fully the nature of their satisfaction.

VI. Subpopulations of Graduating Students

In this chapter, an examination of several important subpopulations of the students will be conducted in order to understand more fully student satisfaction among the graduating student population. In the previous chapter, the overall impression of these students was presented which indicated a high degree of satisfaction. At this point, different groups of students will be examined to determine if there are differences in their levels of satisfaction.

Table 6-1 provides a comparison of full-time and part-time student responses to question 13 on student goal achievement. This table presents the percentages and rankings of goals to be achieved by full-time, part-time, and all graduating students. On several of the most important goals (i.e. 13A and 13F), the responses between the two groups are similar. However, there are several major differences between the two groups, most of which relate to career goals. For instance, goal 13B (To discover my vocational interest) and goal 13C (To prepare for a new career) were much more important to the full-time students. On the otherhand, goal 13D (To improve my knowledge and technical skills required in my present job) and goal 13E (To increase my chances for a possible raise and/or possible promotion in my present job) were much more important to the part-time population. The obvious conclusion of these career goal differences is that full-time students were more interested in determining and preparing for a new career while the part-time students were more interested in improving themselves in their current occupations. One would expect that the full-time population is essentially a younger population, whereas the part-time

Table 6-1

Comparison of Major Goals
By Full-Time/Part-Time Status

	Reason	Full-Time (N=263) %	Full-Time (N=263) Rank	Part-Time (N=122) %	Part-Time (N=122) Rank	Total (N=389) %	Total (N=389) Rank
13A	To increase my knowledge in my academic field	96.6	1	89.4	1	94.3	1
13B	To discover my vocational interest	78.7	5	55.7	10	71.7	5
13C	To prepare for a new career	87.1	2	65.6	6	79.9	3
13D	To improve my knowledge and technical skills required in my present job	59.0	10	68.9	4	62.2	9
13E	To increase my chances for a possible raise and/or possible promotion in my present job	44.5	11	67.2	5	51.9	11
13F	To learn specific skills that will enrich my daily life	84.4	3	82.8	2	84.1	2
13G	To improve my ability to get along with people	74.4	7	61.4	8	70.7	7
13H	To become actively involved in student life and campus activities	38.5	12	27.2	12	39.8	12
13I	To increase my participation in cultural and social events	60.4	9	34.5	11	52.7	10
13J	To improve my self image	79.9	4	69.7	3	76.9	4
13K	To meet people	77.9	6	55.8	9	71.2	6
13L	To improve my leadership skills	66.5	8	65.5	7	66.6	8
13M	Other	8.3	13	6.5	13	8.0	13

population is older. Table 6-2 provides a comparison of the age distribution of respondents by full-time/part-time status. The data shows that full-time students are fairly evenly distributed with 54.8% younger than 25 years and 44.5% older than 25 years. The part-time population however is definitely older, with 7.4% below 25 years and 92.7% above 25 years. This supports the expectation that full-time students are younger than part-time students and therefore more interested in new careers whereas part-time students are older than full-time and therefore more interested in improving themselves in their current occupation.

Table 6-2

Comparison of Age of Respondents
By Full-Time/Part-Time Status

	NA %	18-20 %	21-24 %	25-34 %	35-44 %	45-54 %	55 + %
FT (N=263)	.8	18.3	36.5	29.3	11.4	3.0	.8
PT (N=122)	0.0	0.0	7.4	44.3	36.9	9.0	2.5

Table 6-3 provides a comparison of the levels of satisfaction with CSI in enabling the full-time and the part-time graduating students to reach their goals. In both groups, the levels of satisfaction are basically high especially for their most important goals (i.e. 13A, 13F, 13C).

Table 6-4 provides a comparison of student satisfaction with academic experiences between full-time and part-time graduating students. In general, both subpopulations are highly satisfied. The part-time population shows a slightly higher degree of satisfaction for several academic experiences, particularly 14B (Your overall impression of courses

Table 6-3

Comparison of Satisfaction with Goal Achievement
By Full-Time/Part-Time Status

		Full-Time		Part-Time	
	Reason	Adj. % Responding that CSI was Not Much Help	Adj. % Responding that CSI was Some Help Or Great Deal of Help	Adj. % Responding that CSI was Not Much Help	Adj. % Responding that CSI was Some Help Or Great Deal of Help
13A	To increase my knowledge in my academic field	2.0	98.0	2.8	97.2
13B	To discover my vocational interest	15.0	85.1	11.8	88.2
13C	To prepare for a new career	10.0	89.9	12.5	87.5
13D	To improve my knowledge and technical skills required in my present job	14.2	85.8	10.7	89.3
13E	To increase my chances for a possible raise and/or possible promotion in my present job	18.8	81.2	13.4	86.6
13F	To learn specific skills that will enrich my daily life	9.0	91.0	7.9	92.1
13G	To improve my ability to get along with people	16.8	83.2	14.7	85.3
13H	To become actively involved in student life and campus activities	30.5	69.5	24.0	76.0
13I	To increase my participation in cultural and social events	30.8	69.2	21.4	78.6
13J	To improve my self image	12.4	87.6	15.3	84.7
13K	To meet people	7.3	92.7	13.2	86.8
13L	To improve my leadership skills	19.4	80.6	15.0	85.1
13M	Other	13.6	86.4	25.0	75.0

37.

Table 6-4

Comparison of Student Satisfaction with
Academic Experiences by Full-Time/Part-Time Status

		FT (N=263)			PT (N=122)		
	REASON	NA %	Dissatisfied %	Satisfied %	NA %	Dissatisfied %	Satisfied %
14A	Your overall impression of general education courses	1.9	6.8	91.3	1.6	9.0	89.3
14B	Your overall impression of courses in your major/ program	1.5	9.1	88.6	1.6	2.5	95.9
14C	The overall quality of instruction	4.6	10.3	85.2	1.6	9.8	88.5
14D	Availability of courses offered that were of interest to you	3.0	26.2	70.7	.8	24.6	74.6
14E	The accessibility of instructors	3.4	19.0	77.6	1.6	10.7	87.7
14F	Helpfulness of instructors in assisting you with career plans	4.6	21.3	74.1	5.7	14.8	79.5

in your major/program) and 14E (The accessibility of instructors). This is probably indicative of CSI's commitment to providing courses, programs and services at convenient (evening, weekend) times to the part-time student population.

An important and unique aspect of the College of Staten Island is its ability to offer both two-year (associate) degrees and four-year (bachelor) degrees. In terms of student satisfaction and goal achievement, it would be interesting to compare graduating students on the basis of the degrees awarded. Table 6-5 provides a comparison of the associate and bachelor degree recipients regarding the checklist of major goals to be achieved at college. One might have expected that there would have been greater differences between the two degree groups. On the contrary, the data shows that the importance of major goals is quite similar. There are some differences in the percentages for goal 13D (To improve my knowledge and technical skills required in my present job) and goal 13E (To increase my chances for a possible raise and/or possible promotion in my present job). However, the overall rankings are essentially the same between the two groups. It would be premature to conclude that the goals of associate degree students and bachelor degree students are the same based simply on this data. On the otherhand, the strong career orientation of most CSI students (both two and four year), together with the desire of many two-year students to continue for a four-year degree is creating a more common goal oriented population of students than previously assumed.

Table 6-6 provides a comparison of the levels of satisfaction with CSI in enabling associate and bachelor degree students to reach their goals. For both groups, the data shows high levels of satisfaction.

Table 6-5

Comparison of Major Goals To Be Achieved
By Degrees Awarded

	Reason	Associate Degrees (N=191) %	Rank	Bachelor Degrees (N=156) %	Rank	Total (N=389) %	Rank
13A	To increase my knowledge in my academic field	93.7	1	96.1	1	94.3	1
13B	To discover my vocational interest	74.3	5	73.1	5	71.7	5
13C	To prepare for a new career	78.5	3	83.3	3	79.9	3
13D	To improve my knowledge and technical skills required in my present job	53.9	10	67.9	8*	62.2	9
13E	To increase my chances for a possible raise and/or possible promotion in my present job	46.1	11	55.1	11	51.9	10
13F	To learn specific skills that will enrich my daily life	84.8	2	84.7	2	84.1	2
13G	To improve my ability to get along with people	72.2	7	69.3	7	70.7	7
13H	To become actively involved in student life and campus activities	42.3	12	38.5	12	39.8	12
13I	To increase my participation in cultural and social events	54.0	9	56.4	10	52.7	11
13J	To improve my self image	75.3	4	81.4	4	76.9	4
13K	To meet people	73.3	6	71.2	6	71.2	6
13L	To improve my leadership skills	66.0	8	67.9	8*	66.6	8
13M	Other	6.2	13	8.9	13	8.0	13

* - Denotes a tie in the ranking.

Table 6-6

Comparison of Satisfaction with Goal Achievement
By Degrees Awarded

	Reason	Associate Degrees (N=191) CSI Not Much Help %	Associate Degrees (N=191) CSI Some Help Or Great Deal of Help %	Bachelor Degrees (N=156) CSI Not Much Help %	Bachelor Degrees (N=156) CSI Some Help Or Great Deal of Help %
13A	To increase my knowledge in my academic field	3.3	96.7	.7	99.3
13B	To discover my vocational interest	12.7	87.3	18.4	81.6
13C	To prepare for a new career	11.3	88.7	10.8	89.2
13D	To improve my knowledge and technical skills required in my present job	10.7	89.3	17.0	83.0
13E	To increase my chances for a possible raise and/or possible promotion in my present job	18.2	87.8	16.3	83.7
13F	To learn specific skills that will enrich my daily life	9.2	90.8	8.3	91.7
13G	To improve my ability to get along with people	16.7	83.3	14.8	85.2
13H	To become actively involved in student life and campus activities	28.4	71.6	30.0	70.0
13I	To increase my participation in cultural and social events	31.1	68.9	25.0	75.0
13J	To improve my self image	13.2	86.8	11.8	88.2
13K	To meet people	6.4	93.6	9.9	90.1
13L	To improve my leadership skills	18.3	81.7	18.9	81.1
13M	Other	0.0	100.0	21.4	78.6

Table 6-7 provides a comparison of student satisfaction with academic experiences between associate and bachelor degree graduating students. Both groups show a high degree of satisfaction with these experiences. Bachelor degree students showed slightly greater satisfaction with academic experience 14C (The overall quality of instructors). Associate degree students showed slightly greater satisfaction with academic experience 14F (Helpfulness of instructors in assisting you with career plans).

From the above paragraphs, one can conclude that differences in goal achievement and satisfaction between associate and bachelor degree students is minimal. There are some slight differences, but essentially the responses to the goals checklist are the same. One might expect that the goal orientation of two-year and four-year students to be different. The data as presented above does not support this expectation for the graduating student population at CSI. Possibly, there are differences in the programs or majors in which these students were enrolled.

Table 6-8 provides a comparison of selected departmental majors regarding their responses to the major goal checklist. These departmental majors were selected because they had the greatest percentages of respondents (graduating students) in the survey. Since other departmental majors had relatively small numbers of respondents, their percentage distribution would be highly questionable. As it is, the number of respondents in some of the selected majors are not high enough to be secure in interpreting their results. However, they are high enough to illustrate major differences among the departmental majors. In addition they represent the three major degree levels (associate, bachelor, masters) offered at CSI.

Table 6-7

Comparison of Student Satisfaction with Academic Experiences By Degree Awarded

		Associate (N=191)			Bachelor (N=156)		
	REASON	NA %	Dissatisfied %	Satisfied %	NA %	Dissatisfied %	Satisfied %
14A	Your overall impression of general education courses	2.1	5.8	92.1	1.3	8.3	90.4
14B	Your overall impression of courses in your major/ program	3.1	7.3	89.5	1.3	7.1	91.7
14C	The overall quality of instruction	5.2	11.5	83.2	3.2	7.7	89.1
14D	Availability of courses offered that were of interest to you	2.6	23.6	73.8	1,9	26.9	71.2
14E	The accessibility of instructors	4.2	17.3	78.5	1.9	16.0	82.1
14F	Helpfulness of instructors in assisting you with career plans	4.7	15.2	80.1	5.1	21.2	73.7

Table 6-8

Comparison of Major Goals and Goal Satisfaction
By Selected Departmental Majors

	Reason	BUSINESS (2 year) (N=33)		PS/ECO/PHIL. (4 year) (N=51)		EDUCATION (Grad) (N=32)		MEDICAL TECH. (2 & 4 year) (N=25)		MATH. & COMP. SCI. (2 & 4 year) (N=27)		NURSING (2 year) (N=27)		LIBERAL ARTS (2 year) (N=64)		PSYC/SOC/ANTHR. (4 year) (N=44)		All Respondents (N=389)	
		Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %	Major Goal %	Satis. Adj. %
13A	To increase my knowledge in my academic field	93.9	96.7	92.2	100.0	87.5	96.4	96.0	100.0	100.0	96.3	92.6	96.0	87.5	94.6	97.7	97.7	94.3	97.8
13B	To discover my vocational interest	51.5	88.2	70.6	77.8	46.9	100.0	60.0	86.7	100.0	96.3	74.1	90.0	75.0	81.3	81.8	83.3	71.7	86.0
13C	To prepare for a new career	60.6	85.0	84.3	83.7	62.5	95.0	68.0	100.0	96.3	96.2	92.6	100.0	76.6	77.6	84.1	97.3	79.9	89.4
13D	To improve my knowledge and technical skills required in my present job	54.5	100.0	76.5	74.3	87.5	96.4	72.0	77.8	55.6	100.0	63.0	100.0	46.9	76.7	68.2	86.7	62.2	87.2
13E	To increase my chances for a possible raise and/or possible promotion in my present job	54.5	94.4	72.5	75.7	75.0	91.7	36.0	66.7	40.7	90.9	48.1	84.6	34.4	72.7	47.7	85.7	51.9	83.7
13F	To learn specific skills that will enrich my daily life	81.8	85.2	82.4	64.3	78.1	92.0	80.0	85.0	92.6	92.0	77.8	100.0	84.4	96.3	88.6	84.6	84.1	91.5
13G	To improve my ability to get along with people	48.5	87.5	62.7	71.9	62.5	90.0	64.0	75.0	88.9	75.0	70.4	89.5	79.7	90.2	81.8	83.3	70.7	84.0
13H	To become actively involved in student life and campus activities	27.3	66.7	33.3	58.8	28.1	66.7	24.0	83.3	55.6	66.7	48.1	61.5	45.3	75.9	56.8	68.0	39.8	70.9
13I	To increase my participation in cultural and social events	39.4	84.6	41.2	71.4	28.1	77.8	40.0	80.0	66.7	55.6	51.9	57.1	60.9	76.9	75.0	78.8	52.7	71.7
13J	To improve my self image	51.5	82.4	76.5	84.6	62.5	80.0	60.0	80.0	96.3	80.8	77.8	95.2	79.7	96.1	95.5	92.9	76.9	86.9
13K	To meet people	57.6	94.7	68.6	85.7	62.5	90.0	68.0	94.1	85.2	95.7	66.7	94.4	73.4	95.7	79.5	88.6	71.2	91.4
13L	To improve my leadership skills	57.6	78.9	70.6	69.4	65.6	95.2	56.0	78.6	70.4	89.5	77.8	90.5	62.5	77.5	77.3	88.2	66.6	82.2
13M	Other	6.1	100.0	7.8	50.0	9.4	66.7	8.0	100.0	3.7	100.0	7.4	100.0	6.2	100.0	11.4	100.0	8.0	83.9

Table 6-9 provides the range distributions of the responses of the selected departmental majors. There will be no attempt to analyze individual majors at this time. The purpose of presenting this data is to illustrate that within the degree programs there are significant differences in the importance of certain goals and achievement of these goals. The two goals (13A and 13F) most important to the entire population have the least spread in their ranges while all the other goals show more substantial spreads.

Table 6-9

	Reason	Range of Percentage Responses to Major Goals For Selected Departmental Majors %	Range of Adjusted Percentage Responses to Student Satisfaction with Goal Achievement for Selected Departmental Majors %
13A	To increase my knowledge in my academic field	87.5 - 100.0	94.6 - 100.0
13B	To discover my vocational interest	46.9 - 100.0	77.8 - 100.0
13C	To prepare for a new career	60.6 - 96.3	77.6 - 100.0
13D	To improve my knowledge and technical skills required in my present job	46.9 - 87.5	74.3 - 100.0
13E	To increase my chances for a possible raise and/or possible promotion in my present job	34.4 - 75.0	66.7 - 94.4
13F	To learn specific skills that will enrich my daily life	77.8 - 92.6	64.3 - 100.0
13G	To improve my ability to get along with people	48.5 - 88.9	71.9 - 90.2
13H	To become actively involved in student life and campus activities	24.0 - 56.8	58.8 - 83.3
13I	To increase my participation in cultural and social events	28.1 - 75.0	55.6 - 84.6
13J	To improve my self image	51.5 - 96.3	80.0 - 96.1
13K	To meet people	57.6 - 85.2	85.7 - 95.7
13L	To improve my leadership skills	56.0 - 77.8	69.4 - 95.2
13M	Other	3.7 - 11.4	50.0 - 100.0

VII. Plans After Graduation

An important aspect of student outcome studies is to examine student activity after graduation from a college. Data is normally collected on employment, graduate schools attended, licensing examinations, etc. The graduating student population had not graduated at the time of this study. However, they had to start making plans for after graduation and many of them probably had already applied for jobs, graduate school, etc. At CSI, there is a special interest in the plans of the graduating students in that many of the associate degree students can continue their undergraduate educations here. Many of the associate degree programs are related to four-year programs and an associate degree student can easily continue an undergraduate education at CSI. In this chapter, an examination of the future plans of the graduating students will be made with a particular emphasis placed on employment plans and future educational plans.

Table 7-1 provides a comparison of the percentage responses to question 16 between full-time and part-time students. Question 16 attempts to determine the employment plans of students after graduation. Most of the students (85.9%) intend to work at full-time jobs after graduation. Only 12.6% of all the respondents indicated that they did not intend to look for a job within the next six months. The largest percentage (37.3%) of all respondents planned to continue working at their present full-time jobs. The employment activity of students while in attendance at CSI is a matter of great interest to the college's administration. It is the general attitude that many students work and attend school but data does not exist on the total CSI population to

Table 7-1

Comparison of Employment Plans of Respondents (Question 16)
By Full-Time/Part-Time Status

Question 16 Are you currently working at or have you secured a full-time job (35 hours or more a week) in which you plan to work once you graduate?

	FT (N=263) %	PT (N=122) %	All Respondents (N=389) %
1. Yes, I will continue working in the job I had before graduating	22.8	68.9	37.3
2. Yes, I just recently obtained a new job	6.1	.8	4.4
3. No, but I am looking for a job	31.2	5.7	23.7
4. No, but I intend to look for a job within the next six months	24.7	12.3	20.6
5. No, and I do not intend to look for a job within the next six months	13.7	10.7	12.6
NA	1.5	1.6	1.5

confirm this. The data in Table 7-1 provides further insight to the employment behavior of CSI students. It is not unusual for part-time students to work full-time in any college environment. At CSI, 68.9% of the part-time graduating students indicated that they would continue working at their present full-time jobs. The percentage (22.8%) of full-time graduating students who will continue at their present full-time jobs is interesting and supports the general attitude at the college that many of the students, both full-time and part-time, work while attend school. The fact that so many students were able to work full-time, attend school full-time and subsequently graduate is indicative of a very determined and industrious population.

Table 7-2 provides a comparison of the responses to question 16 by age of the respondents. The data shows that more of the older students will continue at present jobs whereas most of the younger students are planning to work at new jobs. This would be expected in most colleges.

Table 7-3 provides a comparison of the responses to question 16 by the degree awarded to the respondents. The data shows that a slightly higher percentage of bachelor degree students will be continuing at present full-time jobs. It also shows that a larger percentage of associate degree students do not plan to be working full-time in the immediate future. It is assumed that more associate degree students are planning to continue their studies after graduation. This will be further examined in the following paragraphs.

Many of the graduating students are planning to continue their educations after graduation. Table 7-4 provides a frequency distribution of their response to question 17. Most of the students (64.6%) plan to

Table 7-2

Comparison of Employment Plans of Respondents (Question 16)
By Age

	NA (N=2) %	Under 25 Years (N=155) %	25 Years or Older (N=232) %	Total (N=389) %
1. Yes, I will continue working in the job I had before graduating	50.0	16.1	51.3	37.3
2. Yes, I just recently obtained a new job	0.0	7.7	2.2	4.4
3. No, but I am looking for a job	50.0	38.7	13.4	23.7
4. No, but I intend to look for a job within the next six months	0.0	25.8	17.2	20.6
5. No, and I do not intend to look for a job within the next six months	0.0	11.0	13.8	12.6
NA	0.0	.6	2.2	1.5

Table 7-3

Comparison of Employment Plans of Respondents (Question 16)
By Degrees Awarded

	Associate (N=191) %	Bachelor (N=156) %	Master (N=22) %	Other (N=20) %	Total (N=389) %
1. Yes, I will continue working in the job I had before graduating	29.8	40.4	72.7	45.0	37.3
2. Yes, I just recently obtained a new job	5.8	3.2	0.0	5.0	4.4
3. No, but I am looking for a job	23.6	25.0	9.1	30.0	23.7
4. No, but I intend to look for a job within the next six months	20.4	24.4	9.1	5.0	20.6
5. No, and I do not intend to look for a job within the next six months	20.4	5.1	0.0	10.0	12.6
NA	0.0	1.9	9.1	5.0	1.5

Table 7-4

Frequency Distribution of Responses to Question 17

Question 17 — Have you applied for admission to one or more educational programs (either here or at another school) which would result in your earning another degree?

	N	%
1. Yes, I have applied	87	22.4
2. No, but I intend to apply within the next six months	164	42.2
3. No, and I do not intend to apply within the next six months	134	34.4
NA	4	1.0
	389	100.0

continue their education in the immediate future. Table 7-5 provides a comparison of these responses by the degree awarded. It shows that a higher percentage of associate degree students are planning to continue their education in the immediate future. It also shows that many of these students have already applied for admission to colleges to continue their studies. Among all respondents, 87 students (22.4%) have already applied to colleges. Of this percentage, approximately two-thirds were associate degree students. Table 7-6 provides a frequency distribution of the responses to question 18. Among the students who had already applied to a college, 47.1% had already been accepted to a program, 51.7% were still waiting for replies and 1.2% had been rejected.

In Chapter V of this study, data was presented on the college goals of students which showed that associate and bachelor degree students had similar goals for attending college. Table 7-7 provides a comparison of students in respect to their future educational goals. It shows that the majority of associate degree students are planning to pursue higher degrees. 45% plan to continue for a bachelor's degree, 38.2% plan to continue for masters degree and 7.9% plan to pursue a doctorate or other degree. Most of the bachelor degree students also are planning to pursue their education with 55.3% interested in completing a masters degree and 29.5% interested in completing a doctorate or other degree. Very few students, either associate degree or bachelor degree, felt that their college educations were completed with the degrees they would receive at graduation. In comparing the educational goals of the above students, one might argue that more bachelor degree students are interested in pursuing graduate studies

Table 7-5

Comparison of Responses to Question 17
By Degrees Awarded

	Associate %	Bachelor %	Master %	Other %	Total %
1. Yes, I have applied	30.4	16.7	4.5	10.0	22.4
2. No, but I intend to apply within the next six months	45.5	43.6	22.7	20.0	42.2
3. No, and I do not intend to apply within the next six months	23.0	38.5	72.7	70.0	34.4
NA	1.0	1.3	0.0	0.0	1.0

Table 7-6

Frequency Distribution of Responses to Question 18
Controlling for Those Respondents who have applied
to an Educational Program

Question 18 Have you been accepted for any of the programs to which you have applied?

	N	%
1. The question is not applicable to me because I have not applied to any schools	-	
2. Yes, I have been accepted	41	47.1
3. No, all my applications have been rejected	1	1.2
4. No, but I have not yet received a reply on all my applications	45	51.7
NA	-	
	87	100.0

Table 7-7

Comparison of Highest Degree Aspirations of Respondents By Degree Awarded

Highest Degree	Degree Awarded: Associate (N=191) %	Bachelor (N=156) %	Masters (N=22) %	Other (N=20) %	Total (N=389) %
Associate	4.7	0.0	0.0	10.0	2.8
Bachelor	45.0	13.5	0.0	15.0	28.3
Masters	38.2	55.1	63.6	25.0	45.8
Doctorate	5.8	26.3	36.4	30.0	17.0
Other	2.1	3.2	0.0	5.0	2.6
NA	4.2	1.9	0.0	15.0	3.6

than associate degree students and therefore have higher aspirations. This is not clear in the data presented in Table 7-7. Probably the safest conclusion is that students at CSI once they have achieved one degree level, are seriously interested in pursuing the next level. Their ultimate educational goal is to pursue as much higher education as possible to increase their knowledge and provide for themselves and their families.

An important aspect of student outcomes studies is a determination of the kinds of schools that students apply for and are accepted. Of particular interest to CSI, are the future educational plans of its associate degree students. Question 20 of the survey asks the graduating students:

> "Within the next six months, at what college do you hope to be enrolled?"

Table 7-8 provides a comparison of the frequency distributions for all associate and bachelor degree respondents. The data shows that a very large percentage (39.2%) of the respondents plan to continue their education at the City University of New York. Of these, the majority are planning to continue at CSI. Among the associate degree graduating students, 43.7% plan to continue at CSI whereas 11.5% of the bachelor degree students plan to continue at CSI. A small percentage (3.1%) of the associate degree students are planning to attend units of the State University of New York. Many graduates, both associate degree and bachelor degree, plan to attend a variety of private New York State colleges. New York University of all the private schools, seems to be the most attractive private college to the bachelor degree students. Small percentages of students are planning to attend a variety of

Table 7-3

Comparison of Future College of Undergraduate Respondents By Degree Awarded

	Degree Awarded					
	Associate		Bachelor		Total	
	N	%	N	%	N	%
CUNY						
Baruch	2	1.0	1	.6	3	.9
Brooklyn	4	2.1	3	1.9	7	2.0
CCNY	3	1.6	1	.6	4	1.2
Hunter	3	1.6	4	2.6	7	2.0
Queens	0	0.0	1	.6	1	.3
York	1	.5	0	0.0	1	.3
Graduate Center	0	0.0	2	1.3	2	.6
CSI	93	43.7	18	11.5	111	32.0
Subtotal	106	55.5	30	19.2	136	39.2
SUNY						
Albany	1	.5	0	0.0	1	.3
Environmental Science & Forestry	1	.5	0	0.0	1	.3
Downstate Medical Center	3	1.6	0	0.0	3	.9
Sullivan Community College	1	.5	0	0.0	1	.3
Subtotal	6	3.1	0	0.0	6	1.7
Private New York State						
St. John's	6	3.1	4	2.6	10	2.9
NYU	1	.5	14	9.0	15	4.3
Fordham	0	0.0	2	1.3	2	.6
Pace	0	0.0	2	1.3	2	.6
Columbia	0	0.0	1	.6	1	.3
New School	0	0.0	2	1.3	2	.6
Pratt	2	1.0	0	0.0	2	.6
Polytechnic	1	.5	1	.6	2	.6
New York Law	0	0.0	1	.6	1	.3
Hofstra	1	.5	0	0.0	1	.3
LIU	2	1.0	0	0.0	2	.6
Adelphi	0	0.0	1	.6	1	.3
Wagner	0	0.0	1	.6	1	.3
Vassar	1	.5	0	0.0	1	.3
Subtotal	14	7.3	29	18.6	43	12.4
New Jersey						
Rutgers	4	2.1	6	3.8	10	2.9
Stevens Institute	0	0.0	3	1.9	3	.9
Jersey City	1	.5	0	0.0	1	.3
New Jersey School of Technology	2	1.0	0	0.0	2	.6
Kean	1	.5	0	0.0	1	.3
Subtotal	8	4.1	9	5.7	17	4.9
Other	7	3.7	3	1.9	10	2.9
Subtotal	141	73.8	71	45.5	212	61.1
No College Plans	50	26.2	85	54.5	135	38.9
Total	191	100.0	156	100.0	347	100.0

schools, both public and private, outside New York State. Substantial percentages, 26.2% of the associate degree and 54.5% of the bachelor degree students, do not have any plans for attending college in the next six months.

A second part of question 20 in the survey asked the respondents to indicate "what will be your future major." This question was answered by those who planned to continue their college education in the near future. Table 7-10 provides a comparison of the responses to this question according to the CSI departmental program/major categories used earlier in this survey. This table shows the respondents' departmental program/major while at CSI so as to compare whether students will continue in their current academic areas. The table only provides raw numbers of responses because it was felt that percentages would be misleading in some of the smaller departmental programs/majors. The data indicates that most respondents will be continuing in their current academic areas. This is true particularly for the business, mathematics/computer science, nursing and psychology/sociology/anthropology departmental programs/majors. The most interesting distribution of students is in the two-year liberal arts program which shows students planning to enroll in a very wide variety of academic programs. It is also interesting to note that education has attracted the greatest number of respondents from other academic areas.

Tables 7-9A through 7-9G provides distributions of selected departmental programs/majors and shows the colleges and academic programs in which they plan to enroll in the near future. The departmental programs/majors selected for these tables were those with a large enough sample to provide meaningful comparisons. The data shows that among

Table 7-9A

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Business
Degree: Associate
N: 33

Future Majors

Future College	Business/Economics	Unspecified	Total N	Total %
CSI	18	0	18	54.5
Baruch	2	0	2	6.1
Ohio State	1	0	1	3.0
St. John's	3	0	3	9.1
NA	1	8	9	27.3
	25	8	33	100.0
	75.8%	24.2%	100.0%	

Table 7-9B

Distribution of Selected Departmental Programs/Majors
and Future Educational Plans

Departmental Program/Major: Medical Technology
Degree: Associate
N: 13

	Future Majors				Total	
Future College	Biology	Med. Tech.	Pre-Med.	Unspecified	N	%
CSI	2	2	0	1	5	38.5
York	1	0	0	0	1	7.7
Rutgers	0	0	1	0	1	7.7
South Florida	0	1	0	0	1	7.7
Vassar	0	1	0	0	1	7.7
NA	0	0	0	4	4	30.8
	3	4	1	5	13	100.0
	23.1%	30.8%	7.7%	38.5%	100.0%	

Degree: Baccalaureate
N: 12

	Future Majors			Total	
Future College	Biology	Med. Tech.	Unspecified	N	%
Graduate Center	0	1	0	1	8.3
Pace	1	0	0	1	8.3
St. John's	0	1	0	1	8.3
NA	0	0	9	9	75.0
	1	2	9	12	100.0
	8.3%	16.7%	75.0%	100.0%	

Table 7-9C

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Political Science/Economics/Philosophy
Degree: Baccalaureate
N: 51

Future Majors

Future College	Pol. Sci./Econ./Phil.*	Education	Law	Theology	Unspecified	Total N	Total %
CSI	1	1	0	0	0	2	3.9
Brooklyn	1	0	0	0	0	1	2.0
CCNY	1	0	0	0	0	1	2.0
Adelphi	1	0	0	0	0	1	2.0
Central Florida	1	0	0	0	0	1	2.0
Hellenic	0	0	0	1	0	1	2.0
New York Law	0	0	1	0	0	1	2.0
NYU	2	0	0	0	2	4	7.9
Pace	1	0	0	0	0	1	2.0
Rutgers	1	0	0	0	0	1	2.0
St. John's	2	0	0	0	0	2	3.9
Wagner	1	0	0	0	0	1	2.0
Villanova	1	0	0	0	0	1	2.0
NA	2	0	0	0	31	33	64.6
	15	1	1	1	33	51	100.0
	29.4%	2.0%	2.0%	2.0%	64.6%	100.0%	

* - Includes Business Economics Programs

Table 7-9D

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Mathematics and Computer Science
Degree: Associate (Computer Technology)
N: 17

Future Majors

Future College	Math./Comp. Sci.	Unspecified	Total N	Total %
CSI	10	0	10	58.8
SUNY-Albany	1	0	1	5.9
Hofstra	1	0	1	5.9
Houston University	1	0	1	5.9
Rutgers	1	0	1	5.9
NA	1	2	3	17.6
	15	2	17	100.0
	88.2%	11.8%	100.0%	

Degree: Baccalaureate
N: 10

Future Majors

Future College	Math./Comp. Sci.	Unspecified	Total N	Total %
Fordham	1	0	1	10.0
NYU	1	0	1	10.0
Rutgers	1	0	1	10.0
Stevens Institute	3	0	3	30.0
NA	1	3	4	40.0
	7	3	10	100.0
	70.0%	30.0%	100.0%	

Table 7-9E

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Nursing
Degree: Associate
N: 27

Future Majors

Future College	Nursing	Psychology	Unspecified	Total N	Total %
CSI	15	1	0	16	59.3
Hunter	1	0	0	1	3.7
SUNY-Downstate	1	0	0	1	3.7
Jersey City	1	0	0	1	3.7
LIU	1	0	0	1	3.7
NA	1	0	6	7	25.9
	20	1	6	27	100.0
	74.0%	3.8%	22.2%	100.0%	

Table 7-9F

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Liberal Arts
Degree: Associate
N: 64

Future Majors

Future College	Bio.	Educ.	Eng.	Hist.	Math/ C.S.	Nurs.	PCA	P.S./ Eco./ Phil.	Psych./ Soc./ Ant.	Uns.	Other*	Total N	Total %
CSI	1	4	1	1	3	1	1	4	10	5	2	33	51.6
Brooklyn	0	0	0	0	0	0	0	0	0	1	2	3	4.7
CCNY	0	0	0	0	0	0	1	0	2	0	0	3	4.7
Hunter	0	1	0	0	0	0	0	0	0	0	1	2	3.1
SUNY-Env. Sci.	0	0	0	0	0	0	1	0	0	0	0	1	1.6
SUNY-Downstate	0	0	0	0	0	0	0	0	0	0	1	1	1.6
SUNY-Sullivan CC	0	0	0	0	0	0	0	0	0	0	1	1	1.6
St. John's	0	0	1	0	0	0	0	0	0	0	1	2	3.1
NYU	0	0	0	0	0	0	0	0	0	0	1	1	1.6
Pratt	0	0	0	0	0	0	0	0	0	0	1	1	1.6
Macalester	0	0	0	0	0	0	0	0	0	0	1	1	1.6
LIU	0	0	0	0	0	0	0	0	0	0	1	1	1.6
Kean	0	0	0	0	0	0	0	0	0	0	1	1	1.6
Caledonia	0	0	0	0	0	1	0	0	0	0	0	1	1.6
NA	0	0	0	0	0	0	0	0	1	10	1	12	18.8
	1	5	2	1	3	2	3	4	13	16	14	64	100.0
	1.6%	7.8%	3.1%	1.6%	4.7%	3.1%	4.7%	6.3%	20.3%	25.0%	21.9%	100.0%	

* - Other represents several programs/majors not available at CSI.

Table 7-9G

Distribution of Selected Departmental Programs/Majors and Future Educational Plans

Departmental Program/Major: Psychology/Sociology/Anthropology
Degree: Baccalaureate
N: 44

Future Majors

Future College	Psych./Soc./Anthro.	Education	Human Resources	Unspecified	Total N	Total %
CSI	2	10	0	0	12	27.3
Baruch	1	0	0	0	1	2.3
Brooklyn	0	2	0	0	2	4.5
Hunter	4	0	0	0	4	9.1
NYU	5	0	0	0	5	11.4
New School	0	0	1	0	1	2.3
Rutgers	4	0	0	0	4	9.1
NA	2	2	0	11	15	34.1
	18	14	1	11	44	100.0
	40.9%	31.8%	2.3%	25.0%	100.0%	

Table 7-10

Comparison of Future Departmental Majors/Programs By Current Departmental Majors/Programs

Future Departmental Majors/Programs

Current Departmental Majors/Programs	N	Applied Sci.	Biology	Business	Chemistry	Education	Elec. Tech.	Eng/Spch/WL	History	Math./Comp. Sci.	Mech. Tech.	Mod. Lang.	Nursing	P. C. A.	PS/Eco./Phil.	Psy./Soc./Ant.	Human Serv.	Med. Tech.	Unspecified	Other	Other Desc.*
Applied Science	10	6																	3	1	Pharmacology
Biology	6		1																5		
Business	33			25															8		
Chemistry	2																		1	1	Pharmacology
Education	32			1		3										2			26		
Electrical Technology	11						4												7		
English/Speech/World Literature	11					3		2											6		
History	4								1										3		
Mathematics & Computer Science	27									22									5		
Mechanical Technology	12			4							2								6		
Modern Languages	1					1															
Nursing	27												20			1			6		
Performing & Creative Arts	1																		1		
Political Sci./Eco./Philosophy	51					1									15				33	2	Theology, Law
Psych./Soc./Anthropology	44					14										18	1		11		
Human Services	9														1		1		6	1	
Liberal Arts (2 year)	64		1			5		2	1	3			2	3	4	13			16	14	Lib. Arts (See Note A)
Medical Technology	25		4															6	14	1	Pre-Medicine
Interdisciplinary	10					3				1						1			3	2	Law, Interdisciplinary
Other	9						1			2			1			1			4		
Totals	389	6	6	30	0	30	5	4	2	28	2	0	23	3	20	36	2	6	164	22	

*Other Desc. - Describes majors which did not fit into CSI Departmental/Major categories.
Note A - Communications, Geology, Int. Studies, Journalism, Law, Rec. Therapy, Occupational Therapy, Hotel Management, Funeral Director.

programs/majors, there are differences in the future educational plans of the respondents. Most of them are planning to attend local public and private colleges with the largest percentage planning on returning to CSI.

As mentioned earlier in this chapter, the future plans of associate degree students are particularly important at CSI because these students have the opportunity to continue their education here in most of their current programs of study. It was shown (see Table 7-8) that 43.7% of all the associate degree students plan to return to CSI for a baccalaureate degree. This figure actually represents 65.9% of all the associate degree students who plan to continue their education at any college in the near future. In general, CSI can feel assured that such a large percentage of the associate degree graduates are planning to return here to continue their education. It is indicative of a high degree of student satisfaction in the ability of this college to meet their needs. However, it is important in this study to understand more about those associate degree students who plan to continue their education elsewhere.

In scanning the data presented in Table 7-10, it is obvious that some of the associate degree students are planning to enroll in programs (i.e. geology, recreational therapy, occupational therapy) which are not available at CSI. It is hoped that CSI has provided them with the basic educational tools to succeed in their new fields. In examining the data in Table 7-9, it is obvious that some of the associate degree students are planning to attend some of the most respected institutions (i.e. Vassar, NYU, Ohio State) in the country. It is a credit to CSI to have their

associate degree graduates planning to enroll in such prominent colleges. Some of the associate degree graduates also are planning to enroll at colleges which will require them to move from the local area. Those students who plan to attend SUNY-Albany, Houston College, South Florida, Central Florida, etc. are probably interested in relocating outside the New York City metropolitan area either temporarily or permanently.

In the preceeding paragraph, several valid reasons were presented as to why some of the associate degree students are attending colleges other than CSI in their pursuit of a baccalaureate degree. However, it must be recognized that some associate degree students will be attending other local colleges and pursuing programs which are available at CSI. In reviewing Table 7-8, 37 associate degree respondents are planning to attend colleges in the greater New York City metropolitan area. These colleges include all the other CUNY units, SUNY-Downstate Medical Center, all the private New York State colleges (except Vassar) and all the New Jersey colleges. These students represent 26.2% of all associate degree students who plan to attend college in the near future. Table 7-11 provides a distribution of the programs of study in which these 37 students plan to enroll. The starred items represent those programs which are not offered at CSI above the associate degree level. It is obvious that most of the students who plan to attend local colleges, will enroll in programs not available at CSI. The remaining students, those who will enroll at local colleges in programs available at CSI, are probably doing so for a variety of reasons which would be much too difficult to analyze at this time. In summary, CSI has done much to meet the needs of its associate degree students. The major proof of which is that most are planning to return to the college to pursue their education.

Table 7-11

Distribution of Programs/Majors of Associate Degree Students Planning to Attend N. Y. C. Metropolitan Area Colleges

	N
*Accounting	1
*Architecture	1
Biology	1
Business	1
*Communications Design	2
*Computer Science	3
*Civil Engineering	1
Economics	3
Education	1
*Electrical Engineering	1
English	1
*Engineering	1
*Geology	1
*Management	2
*Nursing	5
*Occupational Therapy	2
*Pharmacology	2
*Pre-Law	1
Pre-Medicine	1
*Journalism	1
Psychology	2
*Recreational Therapy	1
*Mechanical Technology	1
Unspecified Major	1
Total - 37	

VIII. Summary

The purpose of this study was to describe the graduating student population and to determine student satisfaction with their experiences at the College of Staten Island. In the preceeding chapters, data was presented which attempted to accomplish this purpose. At this point, a summary of major conclusions is appropriate.

In describing the population, there are several characteristics which are interesting for this study. The graduating students have a mean age of 29.18 years and on the average are older then the rest of the student body. Most of the older students are part-time students. The majority of graduating students reside in Staten Island, although many live in other areas of the region. Academic achievement, as measured by grade point average, is high among all graduates. Possibly the most interesting characteristic of the graduating students is the time it takes for them to earn a degree. Among part-time students, it is expected that there academic progress would be slower. In examining the full-time population, associate degree students typically complete their degree requirements in 3.3 years while bachelor degree students complete them in 5.0 years. Much of this is attributed to students temporarily dropping out of college, taking reduced programs or having to enroll in non-credit remedial coursework. In addition, many of these students are working while attending school. Among the graduates, 37% responded that they will continue working at their present full-time jobs after graduation. It is estimated that minimally 62% of all the graduates were employed in either full-time or part-time jobs while attending school. In general, the graduating student population can be

described as very industrious and quite determined to attend college and earn their degrees. For many of these older working students, CSI provided them with a second chance and it is obvious that they were able to take advantage of it and earn their degrees.

The goals of these graduates in attending CSI reflect a variety of academic, self-improvement and career goals. The acquisition of knowledge and skills was of primary importance to all graduates. Full-time, younger students were very interested in preparing for new careers while part-time, older students were more interested in improving their skills and chances of advancement at their existing jobs. It was also interesting to see that the goals of associate and bachelor degree students were essentially the same. Career goals were most important to both groups. In general, all the graduates were highly satisfied with their experiences at CSI and the ability to achieve their goals. The data showed that the more important a goal, the more highly satisfied the students were in having achieved it at CSI.

The future educational aspirations of graduates are high with many of them seeking to continue their education. Most of the associate degree students hope to continue for a bachelors degree while many of the bachelor degree students hope to pursue a graduate degree. The largest percentage of the bachelor degree students will be continuing their educations at other CUNY units, although many hope to attend a variety of public and private institutions in and around the New York City metropolitan area. Most of the associate degree students who plan to attend college will be returning to CSI. This is a further indication of the high satisfaction and the ability of the college to meet their needs.

In closing, this study on student satisfaction showed that CSI was able to meet the needs of a highly industrious graduating student population. In addition to their studies, these students also had other major responsibilities of work and family. The fact that they were able to complete a degree is a strong indication of their determination to achieve a college education. Furthermore, most of them will continue their pursuit of education and fortunately for the faculty and staff, will do so at the College of Staten Island.

As mentioned earlier, this was the second of three studies on student outcomes at CSI. In the future, it is planned to compare some of the results here with other CSI studies on student attrition and recent alumni. In addition, it would be worthwhile to follow-up the graduating student population in a year or so from now, to determine if their aspirations and plans are realized. It is hoped that this study has provided the college with useful information about itself and its students. Most importantly, it is hoped that this information will aid the college in its ability to provide higher education to its community.

Graduating Student Questionnaire

1980

100

1 **Name:** *(please print)*

Last *First* *Middle Initial*

2 **Permanent Mailing Address:**

City *State* *Zip code*

3 **Student Identification Number:**

1 2 3 4 5 6 7 8 9

4 **If you did *not* graduate from this school, please check here and return the questionnaire.**

5 **Sex:** (Check one)

10- 1 ☐ Female
2 ☐ Male

6 **Race/Ethnic Identification:** (Check one)

1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
11- 4 ☐ Hispanic
5 ☐ White
6 ☐ Nonresident Alien

7 **Age:** (Check one)

1 ☐ Under 18
2 ☐ 18 - 20 years
3 ☐ 21 – 24 years
12- 4 ☐ 25 – 34 years
5 ☐ 35 – 44 years
6 ☐ 45 – 54 years
7 ☐ 55 years and over

8 **Which one of the following degrees are you receiving?** (Check one)

1 ☐ Associate degree
2 ☐ Bachelor's degree
3 ☐ Master's degree
13- 4 ☐ Professional degree (includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
5 ☐ Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)

9 **Please write in the date when you first entered this school to begin work on the above degree.**

Month (14–15) *Year* (16–17)

10 **Please write in your major/program for the degree you are receiving from this school:**

FOR OFFICE USE

18 19 20 21

11 **Did you transfer credits from another college or university toward *this* degree?** (Check one)

22- 1 ☐ Yes
2 ☐ No

12 **Were you *primarily* a full-time (12 hours or more) or part-time student while you attended this school?** (Check one)

23- 1 ☐ Primarily full-time
2 ☐ Primarily part-time

101 74.

13 **How much help did your experiences at this school give you in reaching each of the goals listed below?** (If a statement *was not* a goal of yours, check the first column and do not rate this goal)

	This School Was a Great Deal of Help	This School Was Some Help	This School Was Not Much Help	This Was Not a Goal of Mine
	3	2	1	0
a. To increase my knowledge in my academic field	24-			
b. To discover my vocational interest	25-			
c. To prepare for a new career	26-			
d. To improve my knowledge and technical skills required in my present job	27-			
e. To increase my chances for a possible raise and/or possible promotion in my present job	28-			
f. To learn specific skills that will enrich my daily life	29-			
g. To improve my ability to get along with people	30-			
h. To become actively involved in student life and campus activities	31-			
i. To increase my participation in cultural and social events	32-			
j. To improve my self image	33-			
k. To meet people	34-			
l. To improve my leadership skills	35-			
m. Other (please specify)	36-			

14 **How satisfied are you with your experience at this school in each of the following area?** (Check one answer for each statement)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
	1	2	3	4
a. Your overall impression of general education courses	37-			
b. Your overall impression of courses in your major/program	38-			
c. The overall quality of instruction	39-			
d. Availability of courses offered that were of interest to you	40-			
e. The accessibility of instructors	41-			
f. Helpfulness of instructors in assisting you with career plans	42-			

15 **How satisfied were you with each of the college services listed below?** (If you never used a particular service, check the first column and do not rate the item)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Never Used This Service
	1	2	3	4	0
a. Admissions Office Information	43-				
b. Registration	44-				
c. Financial Aid Office	45-				
d. Student Employment Office	46-				
e. Faculty Academic Advising	47-				
f. Nonfaculty Academic Advising	48-				
g. Counseling Center	49-				
h. Reading, Writing, Math Skills Improvement	50-				
i. Testing Services	51-				
j. Career Development/Placement Office	52-				
k. Cafeteria	53-				
l. Recreation and Athletic Facilities	54-				
m. Library	55-				
n. Health Center	56-				

16 **Are you currently working at or have you secured a full-time job (35 hours or more a week) in which you plan to work once you graduate?** (Check one)

- 1 ☐ Yes, I will continue working in the job I had before graduating
- 2 ☐ Yes, I just recently obtained a new job
- 3 ☐ No, but I am looking for a job
- 4 ☐ No, but I intend to look for a job within the next six months
- 5 ☐ No, and I do not intend to look for a job within the next six months

57-

17 **Have you applied for admission to one or more educational program (either here or at another school) which would result in your earning another degree?** (Check one)

- 1 ☐ Yes, I have applied
- 2 ☐ No, but I intend to apply within the next six months
- 3 ☐ No, and I do not intend to apply within the next six months

59-

18 **Have you been accepted for any of the programs to which you have applied?** (Check one)

- 1 ☐ The question is not applicable to me because I have not applied to any schools
- 2 ☐ Yes, I have been accepted
- 3 ☐ No, all my applications have been rejected
- 4 ☐ No, but I have not yet received a reply on all my applications

60-

19 **Regardless of whether you are going on to another educational program at this time, what is the *highest* degree you eventually intend to complete?** (Check one)

- 1 ☐ Associate degree
- 2 ☐ Bachelor's degree
- 3 ☐ Master's degree
- 4 ☐ Professional degree (includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
- 5 ☐ Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)

61-

20 **Within the next six months, at what college do you hope to be enrolled?**

Name of college: _____

What will be your major: _____

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